

# RECOMMENDATIONS

## ANY COMMUNITY HIGH SCHOOL 7 -12

MAY 2006

### Recommendations: Academic performance

**Correlate 1    The school develops and implements a curriculum that is rigorous, intentional and aligned to state standards.**

*Any community* Schools should continue to develop curriculum which is fully aligned with Montana's standards documents and which defines what all students should know following instruction. This aligned curriculum should demonstrate interdisciplinary integration when possible. The curriculum committee should meet regularly and include in their discussion multiple indicators of student performance as they develop and revise the curriculum.

Teachers should be required to review the curriculum documents in their respective areas and develop lesson plans involving this information. Administration should provide accountability regarding the completion of this.

Staff members and administration should continue to attend in-service related to curriculum and provide regular updates to the school staff and Board of Trustees.

The district should initiate and facilitate sustained discussion among all teachers regarding horizontal and vertical articulation.

The school should facilitate discussion to identify key curriculum transition points (8<sup>th</sup> grade to 9<sup>th</sup> grade).

The school should continue to promote and require that cultural aspects be integrated into instructional areas throughout the school year.

Identified curriculum expectations should be communicated to all students on a regular and frequent basis.

An Individual Graduation Plan for each student (8-12) should continue to be collaboratively developed by the student, parents and career counselor. This process should be evaluated annually to determine improvements that can be made.

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**Correlate 2 The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support sufficient student work.**

School leadership should ensure that classroom assessments are frequent, standards-based and consistently used to ensure continuous student progress. Faculty members not currently using assessments appropriately should be required to do so (in-service can be provided for those with questions). These assessments should be varied and require students to use inquiry, problem-solving and higher order thinking skills. Teachers should collaborate to develop and use clearly defined rubrics to assess what students know and are able to do to be proficient in all content areas.

Students should be informed of the assessment process in each class so they may articulate what is expected of them and understand the level of expected proficiency. Students may also be provided a choice from a range of forms for assessment. Students should be able to describe the characteristics of quality work in their individual classes.

The school board, school staff and other stakeholders should conduct ongoing analysis of data from multiple assessments to determine gaps in the curriculum and instruction. This is the action phase of the process already in place, with the data already provided by the curriculum coordinator.

School leadership should continue to provide information and training about the state assessment program.

Support for teachers to attend assessment workshops and in-service should continue.

The school should ensure that students and parents (guardians) receive appropriate feedback regarding the results of student assessment and should be encouraged to use this information to strengthen future achievements.

Teachers are encouraged to collaborate in the use of student profiles/portfolios in the content areas as a way of measuring student growth over time. Individual learning plans can then be implemented in support of the student.

Teachers should provide models of actual student performances as well as teacher-made examples to clarify tasks in the classroom and to show distinctions between levels of performance.

## **RECOMMENDATIONS**

### **ANY COMMUNITY HIGH SCHOOL 7 -12**

**MAY 2006**

#### **Recommendations: Academic Performance**

**Correlate 3 The school's instructional program actively engages all students by using effective, varied and research-based practices to improve student academic performance.**

The school leadership should continue to monitor effective and varied (including culturally responsive) instructional practices in the classroom. Instructional vs. seat time should be monitored very closely. Such classroom instruction should routinely accommodate various learning styles, as well as Indian/Tribal values and ways of knowing. Teaching/learning should be meaningful, engaging and connected to students' lives (practical application). Professional development should be provided to teachers regarding different teaching strategies including strategies that are more "student centered".

School leadership should ensure that teachers are planning and modifying instruction to meet the needs of the student population. Appropriate and timely feedback should be given to the teachers to allow them to adjust their instructional processes. Adjustments should be expected by leadership and addressed with the teacher in the on-going professional growth process.

All teachers should continue to be encouraged in the use of technology in the classroom, including the use of smart boards. Smart board use should be monitored to ensure that it is being frequently and efficiently in classroom instruction. In-service regarding the use of smart boards should be frequently available for the staff.

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## ANY COMMUNITY HIGH SCHOOL 7 -12

MAY 2006

### Recommendations: Learning Environment

**Correlate 4    The school/district functions as an effective learning community and supports a climate conducive to performance excellence.**

School staff and leadership should continue the programs that regularly and equitably recognize and celebrate the accomplishments of students for academic success. Formal and informal recognition should be continued on a regular basis. Information regarding this should continue to be routinely shared with the community. Showcasing and exhibiting student work should also be a priority.

All stakeholders, with the continued encouragement of school leadership, should collaboratively facilitate ongoing learning experiences intended to encourage family, Tribal cultural leaders, Elders, business leaders, parents and the entire community to share in the school's vision of student learning. The *Indian Education for All* curriculum may be helpful here.

Adopted school policies and regulations regarding student behavior should be consistently enforced by school leadership and staff to ensure a positive teaching/learning environment. Students should receive clear and frequent communications regarding behavior and academic expectations. Absences and tardiness should specifically be addressed. Including the students in the problem-solving process may be very helpful.

Multiple interruptions and distractions during class time should be eliminated. This includes the use of the intercom, tardy students, staff interruptions, and last minute notifications. Advanced notification of interruptions should be the goal.

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**MAY 2006**

#### **Recommendations: Learning Environment**

**Correlate 5    The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.**

School leadership and staff should continue to identify and implement support programs for students who are experiencing learning difficulties. The career counselor is a positive addition to help students plan their future.

Professional development should continue that addresses the impact of cultural differences on learning and provides factual information regarding the community, its culture and values.

School leadership and staff should continue (and evaluate) the present programs in place that involve parents and the community.

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### Recommendations: Learning Environment

**Correlate 6    The school/district provides research-based, result driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.**

Staff members and school leadership should continue to view evaluation as an important part of individual staff growth and a route to staff proficiency. School leadership should also continue to provide regular and meaningful feedback to staff that challenges staff thinking and changes teaching behavior as needed. Leadership should monitor staff to ensure changes are implemented using the feedback information. The ultimate focus is increased student participation, engagement and achievement.

Professional development for staff should be correlated with the instructional needs of students and the professional needs of staff (evaluation feedback to be considered) including information on different teaching strategies such as “student-centered” instruction. Professional development should reflect the goals of the 5-Year Comprehensive Education Plan.

An annual survey should be considered to help determine priorities for school professional development.

Ongoing professional development should be provided regarding the analysis of assessment data and student work, as well as ways to address the needs of subpopulations with demonstrated achievement gaps that have been identified through data analysis.

Ongoing professional development on leadership should be provided to administrative staff (an excellent source is the School Administrators of Montana (SAM) organization).

## RECOMMENDATIONS

### ANY COMMUNITY HIGH SCHOOL 7 -12

MAY 2006

#### Recommendations: Efficiency

**Correlate 7 School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.**

School staff should have a working knowledge of all existing policies and regulations and how they impact teaching and learning. The school board, school leadership, and staff should continue to collaboratively implement them within their respective roles. Leadership must seek accountability from all staff regarding implementation. The supportive, respectful and positive relationship among the stakeholder groups is evident and should be protected.

School leadership demonstrates an awareness and promotion of the unique culture of the students and community. Guidance to staff should be given regarding the instructional strategies that are most effective for the diverse student population. Staff must implement these strategies to be effective.

School leadership should continue to monitor instructional programs, organizational practices and physical facilities to ensure a positive teaching/learning environment and to sustain continuous school improvement. Modifications should be made as needed.

Since resource allocation is sufficient, care should be taken to provide the resources that are consistent with the vision and mission of the school/district and the promotion of continuous school improvement. Again, the ultimate focus should be increased student achievement.

The school leadership team is encouraged to continue the positive approach to school change and to continue developing the cohesive team effort that now exists.

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#### Recommendations: Efficiency

**Correlate 8    The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and supports high student and staff performance.**

School leadership should continue to monitor closely the use of instructional time versus seat time. Classroom management and instructional practices must ensure that the use of class time is maximized.

Staff members should collaborate to develop and implement a schedule that provides common team planning time, by content areas. Leadership should be kept informed of these schedules and respond within established guidelines and policy.

Staff members should consider posting lesson plans and curriculum maps in a shared online environment or other venue to promote horizontal and vertical team planning. Class assignments should maximize opportunities for resource sharing, mentoring and collaboration among teachers and students of similar grade levels or subject areas.

Team planning should periodically be evaluated according to its impact on student performance and adjustments should be made as necessary.



## **RECOMMENDATIONS**

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**MAY 2006**

#### **Recommendations: Efficiency**

**Correlate 9    The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.**

Representatives of all stakeholders should be involved in the development of the 5-Year Comprehensive Education Plan and ongoing revisions of the plan. The plan should be communicated to all stakeholders.

The school's mission and vision statements should be prominently displayed throughout the school, routinely publicized and used to drive teaching and learning.

Data is collected and managed by the curriculum coordinator. It should be analyzed by the various stakeholders to determine areas of strength and areas for improvement in the school. Goals should be developed based on this information including instructional goals at the classroom level. All stakeholders should share a sense of responsibility for achieving these goals.

## **RECOMMENDATIONS**

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**MAY 2006**

#### **Critical Three Recommendations**

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